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Bridgewater State Normal School

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NORMAL OFFERING.

A SCHOOL MONTHLY

CONTENTS

Editorials - - - - -	25	Athletics - - - - -	31
In the French Republic - - -	26	Departments - - - - -	32
The Moral Purpose in Fiction - -	27	An Acrostic - - - - -	33
The American Newspaper - - -	29	Personals - - - - -	34
What is an Education? - - -	30	Locals - - - - -	34
On the New Building - - -	31		

Edited and Published monthly during the School Year, by the Lyceum of the
Bridgewater State Normal School.

THE NORMAL OFFERING.

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Normal Offering.

Vol. IX.

State Normal School, Bridgewater, Mass., April, 1891.

No. 3.

The Normal Offering.

Published monthly during the School Year, by the Lyceum of the
Bridgewater State Normal School.

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Copies sent by mail, post-paid, on receipt of price by the Business
Manager.

The OFFERING is strictly a school paper, and all members of the school
are requested to contribute.

Ex-members and graduates of the school are requested to keep us in-
formed of their whereabouts, and of any other items of interest.

Articles for publication should be sent in before the 5th of the month.

Address communications to "THE NORMAL OFFERING" Normal Hall,
Bridgewater, Mass.

The Editors reserve the privilege of rejecting any articles which are not
deemed satisfactory.

HENRY T. PRATT, Printer, Bridgewater, Mass.

SINCE the last issue of the OFFERING, it has
been stated by a member of the school that
the reason for the failure of the students of the
school to contribute freely to it, was the extremely
high standard it had reached.

We rejoice that the OFFERING has attained such
a high literary mark,—but in all sincerity, this is
not the *Century*, nor the *Atlantic*, nor the *North
American Review*, and we hope that no member
of the school will be deterred from writing by
any such reason as was given.

On the other hand it has been said that the
OFFERING should be more of an aid in teaching,
giving helps and so on. To this, we used to re-
ply that this is not the *Journal of Education*,

nor anything of the kind (although the editor of
that paper "was a West Bridgewater man.")

We would not have it inferred from this that we
consider the OFFERING perfect. The fact is quite
the reverse. But we do not think that it is too
good for the work of the students, or that it should
do any more in aiding teachers.

THE season for tennis appears to be with us
again. Tennis seems to be the most popu-
lar of the out-door amusements among the mem-
bers of this school, but yet,—it has sometimes been
said by cynical observers that it was not love of
tennis but love of something (or somebody) else
which led the men to desert baseball and football
and to practise tennis with beautiful regularity.
Probably this is mere calumny.

The accommodations possessed by the tennis club
are in a sense good. There is room for quite a
number of courts without trespassing upon the
ball field, and the number may be increased by the
use, at times of a portion of that. However,
number of courts is nothing and when we come to
speak of the number of good courts, the story is
considerably shorter.

The only level courts outside the ball grounds
are so low as to be unpleasantly damp, while those
in the ball field are so cut up as to be unpleasantly
rough. However, in spite of this disadvantage
tennis has flourished and will probably continue
to do so.

The experiment of dirt courts was tried to a
slight extent last year but owing to the kind of dirt
used it was but of indifferent success. It would
seem as if there ought to be at least one or two
good dirt courts since they are so easily made and
cared for.

SOME people learn lessons in Latin and Greek,
some others don't learn them and some others
use translations.

The custom which seems quite prevalent of using interlinear translations is, it seems to us, one which does not merit entire approval. It is supported earnestly by those who practise it. They quote certain statements of Emerson, Locke, and other great men which may be construed as favorable to this method of (so called) study. There is however this much to be said upon the other side of the question.

It may be assumed that objects to be attained in studying Latin and Greek are knowledge of the literature of those languages and mental discipline. If the use of interlinears produce these results in the same degree and as quickly, it is probably better to use them.

But it seems to us as if those results were not attained in the same degree. It is doubtful if all the meaning may be got from the translator which comes from the original. For instance take that familiar passage,— "*Abiit, excessit, evasit, emjit.*" It is a rare translation which means as much as the original. And the mental training is lost in this process by which the student takes his "horse," carefully writes each word in its appropriate place between the lines in his text-book, and then goes forth trusting to luck for his power to explain the constructions. But this is done in some places upon some occasions.

SOME day in the future when all things go well and we do our duty, it is just possible that the OFFERING under the present administration may be published on time. Until that happy date arrives we humbly ask all readers in general and subscribers in particular to use their utmost leniency toward us.

IN THE FRENCH REPUBLIC.

Continued.

THE Normal School for women, of the Department of Lot-and-Garonne is in a fine, new building a little one side of the business part of the city. The building is of the handsome light colored sandstone which is the building material of this part of the country. It is two stories in height and large enough to contain all the school and living rooms under one roof. There is a large yard in front, surrounded by a

high iron fence, and laid out tastefully in flower-beds and borders, with beautiful, running roses climbing upon the walls of the building. Back of the building is a large vegetable and flower garden.

In one corner of the front yard and forming a part of the inclosure is a small building for the guard, who unlocks the great gate for admittance and exit.

These schools are by no means *public* schools, and visitors to them are as rare as Lowell's "day in June." We owed our good fortune in no small degree to our friend, Prof. Potter, who teaches English in the school, in addition to his work in the College. We were not admitted to this school, as we were to the men's school, without notice, as special preparations for our visit were necessary.

The Directress met us at the door with cordial greeting, and conducted us throughout the building. The rooms are high and spacious, doubtless intended for a much larger number of students than forty-five, at present in attendance.

We were first ushered into a class-room where nine young women were having a lesson in Botany. The room was large, well furnished with tables, chairs and blackboards, and the teacher understood her subject, which was *grasses*. Each student had a variety of grasses before her, and as the parts and characteristics were named the teacher wrote them upon the blackboard. Either the lesson was in advance of their knowledge, or the pupils were too embarrassed by our presence to do themselves justice, probably the latter, for the teacher had to do about all the work. Neither the teacher nor the students exhibited the enthusiasm that was evident in the men's school, but we put down much to embarrassment.

We saw for a few minutes a class in French literature, after which the Directress showed us the living rooms. On the second floor a long, wide apartment extends the whole length of the building, high, and well lighted. Down through the middle of this room extends a partition about seven feet high, but two or three feet lower than the walls of the room; and this partition forms the back walls of a double row of small compartments of the same height. Each of these compartments contains a single bed, chair, commode,

mirror, and a small shelf closet, and room for one person to pass between the bed and the other furniture. The compartment is open at the top and has a cotton curtain instead of a door. These are the dormitories of the students. The studying is done in a large schoolroom under the supervision of a teacher, and another large room with hooks and shelves contains the wardrobe of all the young women. This room is in charge of a teacher.

The dining room is a large, bare room, with tables set end to the wall, each table accommodating six persons. No tablecloths or napkins, and the most simple and cheapest crockery. The kitchen was even more uninviting than the dining room. The fare is the same as at the men's school, except that the women have less meat. No drink but water in either of the schools. The work in this building is all done by the young women, with a superintendent.

The bathrooms, two in number, were in the back part of the building and a few feet lower than the street floor. They contained portable tubs filled and emptied with dipper and pail, and each student is allowed a bath in them once in three weeks, in the early morning.

The gymnasium was a large room on the level of the bathrooms. The floor was covered to the depth of several inches with dried leaves and grasses. There were swings, pulleys and some other simple apparatus.

The washhouse was a little way down the garden in a corner of the grounds. We were not invited to see it.

There was not a mat, a scrap of carpeting, an ornament or even a suggestion of anything pleasing to the eye inside the whole building. We were surprised at this for we had thought that the native taste of the French, especially those of any degree of cultivation, would surround themselves with pretty things, if not artistic, (and I confess I looked for the artistic,) and that in their dress, pleasing combinations of color, dainty arrangements of lace and ribbons would characterize the young women of the school. But their dress was of the plainest materials, of black or some sombre color, made in the plainest manner, with very few exceptions. The teachers were little more

elaborately dressed. The Directress had some lace in her dress, but it was a dull brown, the color of the dress.

The teachers seemed to have some sort of handwork with them, even in the schoolrooms, though not in the rooms into which we were shown. We saw one teacher pass out from her classroom knitting upon a long, coarse stocking.

The Directress was very enthusiastic in regard to her school, and, after we had been through the building and grounds, she asked us, with the air of one who feels that there can be but one answer, if we ever saw a school like hers before.

We were pleased with our visits to the Normal Schools, and with our cordial reception by their officers, and we could appreciate their satisfaction with the condition to which they have been brought in the few years that school attendance has been compulsory for all the children. The Government of France not only supports its Normal schools and the students while attending them, but it also guarantees support afterward. As soon as the students are graduated they receive the minimum salary of the grade they are fitted to teach until they secure positions. They begin teaching with the lowest compensation, and the increase in salaries is small and at long intervals. But the cost of living is much less than with us, nothing is wasted in France, and the people are content with simpler living than we are.

We were told that while the compensation for teaching in all the grades of schools gives the teacher a modest support, no teacher or professor can count upon laying up money, or upon securing a home for himself and family from his income.

But the great French Republic is advancing with rapid strides and will soon vie with any nation in Europe in her educational system, if the excitability of her people does not involve her in war again with the neighboring nations.

I. W. C. B.

THE MORAL PURPOSE IN FICTION.

A recent magazine writer has said that fiction like all other art should be used merely to give *pleasure*, and that when a novelist moralizes

and worries people about their conscience, their future, or their present life, he departs from his field of labor. It is said, to, that the only place for morality to be discussed, the only place in which people should receive direct teaching in the rules of conduct, is the pulpit. For novelists to preach is considered a gross injustice to the reading public.

Mr. Taine, in criticising English novels, says, with some truth, that moral teachings in novels are wearisome. He says "We judge these sermons true, but repeated till we are sick of them, we fancy ourselves listening to college lectures or handbooks for the use of young priests. We find similar things in books with gilt covers, given as Christmas presents to children.

"Are we much rejoiced to learn that marriages for the sake of rank or money have their inconveniences, that in the absence of a friend we are ready to speak evil of him, that a son often afflicts his mother by his irregularities, that selfishness is an ugly fault?" Further he says "All this is true, but it is too true. These old moralities though useful, smack of the paid pedant." It has been objected that many of Dicken's and Thackeray's novels have been spoiled from the "regular presence of a moral intention."

Shall we accept all these statements at once as true and say that novelists do not know their business? Let us study first the art of fiction—what it is. What has made it so. It is the most religious of all the arts, because the lives, the deeds, and sufferings of gods, goddesses, saints, and heroes have been its chief subjects in every age until the present. It is the most moral of all arts, because the world has been taught whatever morality it has by way of story, fable, parable, allegory.

It has the widest influence of all arts, and is the greatest teaching power, because it is most readily apprehended and understood. Walter Besant in his "Art of Fiction" says "Here the majority of reading mankind learn nearly all that they know of life and manners, of philosophy and art; even of science and religion. The modern novel converts abstract ideas into living models; it gives ideas, it strengthens faith, it preaches a higher morality than is seen in the actual world; it is the only

book which the great mass of reading mankind ever do read."

The modern English novel, whatever form it takes, starts with a conscious moral purpose. When it does not have this, we are so much accustomed to look for it, that we feel that something is wanting. Shall we say that it is all wrong for the writers of fiction to try to lead us up to higher planes, wrong for us to expect to be helped by the novel and that we should be content to be pleased by it? Most emphatically not. It is not our destiny merely to be amused; and it can be no one's destiny merely to amuse us, when he can do much more for our good.

Can we say that Dickens and Thackeray misconstrued their duty in putting the moral element into their books? It may be that as works of art the books are not what they would have been, had there not been a "regular presence of a moral intention;" but how much the world would have lost had they merely evolved works of art.

How many of us have been helped by George Eliot's thoughtful and wise sermons in "The Mill on the Floss" and "Adam Bede." We cannot think for a moment it would have been better if we had not received these teachings. How many of us, too, have been helped by the wise life of "John Halifax." George MacDonald has done much to overthrow old ways of thinking, and bring us into new and broader views of right. Even Tolstoi, who is so much decried, has done a noble work for his people. We cannot say it would have been better to please those people rather than to bring them up to higher planes of morality. We have all been helped by many novels, and none of us are willing to say that we would rather have had more of enjoyment and less of instruction.

It is not the novelists who determine that we shall receive moral lessons, but we ourselves. Mr. Besant says further "The sense of personal responsibility among the English speaking races, the deep seated religion of our people even in a time of doubt, are all forces which act strongly upon the artist as well as upon his readers, and lend to his work, whether he will or not, a moral purpose, so clearly marked that it has become practically a law of English fiction."

This is undoubtedly an admissable thing, as Mr. Besant says, At the same time we can but

think the distinctively "preaching" novel is the least desirable, and be rejoiced that "the old religious novel written in the interest of High Church or Low Church or any other Church has gone out of fashion." None of us would desire another Maria Edgeworth, none of us would again wish to read the old Sunday-school books which we read in our childhood. But in this hurried time when we get so little home instruction, and so many are either too tired or too indolent to sit through a sermon in church, let us not be deprived of anything which shall lead us to a higher purpose or nobler aspirations.

C. E. J.

THE AMERICAN NEWSPAPER.

THE newspaper plays a prominent part in the life of civilized nations; but its influence is especially felt in America. The comparison of our newspapers with those of other countries reveals that the former have features peculiar to themselves, and these noticeable characteristics naturally fall under the heads of faults and virtues.

Sensationalism is one of the chief evil tendencies, and papers are found filled with scandal, bringing before the public, matters in which they have rightfully no concern, and also those of a degrading character. These practices ruin reputations; so that no man may be sure that some of his acts may not be set forth in a wrong light and misconstrued by readers, to his irreparable injury.

A less harmful weakness, but still a marked one, is the amount of personal matters of a trivial nature occurring in the majority of papers. Too often are the columns filled with items about people of whom nobody knows or care, except a narrow circle of acquaintances. In country papers this matter forms a large proportion of the paper; and people who apparently resent the use of the names are secretly glad to see them in print.

Politics occupies much space; but newspapers taking an independent stand are rare and even these are addicted to partisan views. The papers become so imbued with their political ideas as to be unable to represent fairly an issue of any kind. A reader cannot ascertain the truth; and if he is influenced it is in the direction of bitter and bigoted partisanship.

Owing to haste and carelessness news is published which later reports prove completely inaccurate. Read the different accounts of the same affairs, and your faith in newspapers will be shaken because of the widely conflicting statements. Descriptions of events which should be reported are invented, and the same spirit of unfairness is shown in other than political matters.

Another of the noticeable errors is the amount of room given to reports of crimes, prize-fights, and other similar topics, and the lack of it afforded to articles which the better class of people desires. A murder can have a whole page but a scientific meeting of general interest is limited to eight or ten lines. The Sunday editions go to the extreme of aspiring to be magazines, and their best contents lie hidden in a mass of worthless matter. Many fail through trying to satisfy the desires of all classes of readers.

Although many faults are apparent, on the other hand, many redeeming qualities present themselves. A great daily presents a vast amount of information, gathered from all parts of the globe, picturing the world's life of the day before. The items are bright, well arranged, and to the point; so that one can grasp them in a limited time. The editors, reporters, and other writers are constantly watching for every bit of information. A visit to a newspaper office will show the amount of detail, and the complicated system which the daily work requires for its operation. Besides the mental labor, think of the mechanical skill necessary to so hastily publish the great editions.

The grander office of the newspaper lies in the influencing of public opinion; and they are found in the vanguard of all great movements. Public officials are made more directly responsible to the people for their acts, as the papers present all misdemeanors to the public. Full reports of frauds and deceptions effectually warn the people against them. Business is aided by bringing into close communication the buyer and seller, and in every department they are found helping and encouraging worthy enterprises.

The intelligence of our people is largely due to the newspapers which thus constitute an important factor of our life. Since they are a business venture they publish that for which there is a de-

mand; and when a wholly clean, impartial, and accurate paper will pay, then will it be established; but now the newspapers which are nearest to that ideal do not have the largest circulation.

ROBERT W. FULLER.

[The two foregoing articles were not prepared for the OFFERING, but as part of the regular school work—ED.]

WHAT IS AN EDUCATION?

PART II.

"THERE are men in this country who cannot read, or write their own names, who are better educated than some men who have been in school for years."

What! Do you mean to say that there are educated men who cannot write their own names?

Yes, and educated in the true sense of the word. An oak is an educated acorn. To educate the sprouting acorn seen among the damp leaves of the woods is to furnish the condition for the activity of the power of growth with which it is endowed. Allowing nature to take its course, the parts grow, new parts are added, developed and unfolded until the result is a plant developed in fullness—an oak tree—an educated acorn. What is an educated apple seed? An apple tree. What is an educated mind? A mind developed in fullness.

Since the mind has the power of growth similar to the acorn, the object in education is to develop it by activity within the mind. Many different things may be used as means to cause the activity; in the cases of the men referred to in the opening lines, something other than books has been used, but the activity was produced, and their minds have been developed, or "lead out" as the original meaning of the word "educate" implies.

A young child may be compared to the sprouting acorn. The work of the teacher is to use something as a *means* toward the *end* development. To educate the child is to cause such an activity in the germ powers, as will lead them to develop symmetrically in the right direction.

The child is not an empty bucket to waddle up under a sprouting teacher to be filled, but a living organism capable of infinite development. And in my opinion, the most responsible position a

human being can assume is to take in charge the development of these infinitely valuable germs.

"The distinctive work of a teacher is the ringing of a rising bell in the dormitory of the soul." He should ever keep in mind that "the power gained in any exercise is worth more than knowledge acquired. Get the children to thinking. Make them grow. Don't try to make yourself believe that an education is a collection of facts, but that it consists more in growth resulting from activity—the first law of our being.

"All art is for the purpose of revealing to the mind what is in nature." "Open then the mind and let nature walk in on every hand" for

"To him who in the love of nature holds
Communion with her visible forms, she speaks
A various language."

Development, then, to the extent of being able to commune with nature, means infinite enjoyment; for, "a youth who has been taught to observe the phenomena of nature, who knows the aspects of the starry heavens, who welcomes 'the procession of the flowers' from the arbutus to the asters, who knows the birds from their songs, who loves to chase the brilliant butterfly, who has watched the habits of the animals of the forests, who has studied the starfish and the jellyfish in their seaboard homes, who has learned the rocks of the regions where he dwells, who delights to climb the mountain and trace out the range of the ridges, the interlockings of the valleys, and the courses of the flowing waters—the youth who can thus hold 'communion with the outward forms of nature,' has the foundation laid for a lifetime of culture, for an infinite variety of intellectual enjoyments."

Be it impressed then on every mind who would lead other minds, that to educate is to lead into a state in which the mind can, and will, do something for itself; that an education is not so much the mind containing something, as it is the mind *being* something.

As teachers then, let us remember that "the distinctive idea in education is not to increase what a child knows, but to *augment* what the child *is*."

—Could the laughter of a beautiful girl be called the peal of a belle?

ON THE NEW BUILDING.

THE scaffolding which has so long invested the new building has been removed, and the edifice has assumed the splendid appearance that we have all awaited.

When we say that we have one of the handsomest school buildings in the state, we are not actuated more by local pride than by the spirit of truth. Facts bear us out in the statement. The facade especially presents a fine appearance. This is due not alone to the splendid towers and well planned entrances, but to the profusion of mottled brick and trimmings which especially characterize this face of the building. The bands and codrons of buff brick lend, moreover, a venerable appearance to the building which rather adds to its attractiveness.

As you enter the front door, you find yourself at the end of a hallway that extends through the entire length of the building. A distinguishing feature of the corridors on the two lower floors is the great number of graceful arches which span them at frequent intervals. Standing here near the front entrance, and looking down the central hall—some 175 feet in length,—the effect produced by the arches in perspective is very fine.

Several of the students have watched with close interest the work of placing into position the complicated ventilating apparatus. A number of weeks were employed in completing the work which gives us a system of ventilation that in our humble opinion is about perfect.

Not only will the future occupants of the school building be amply protected against foul air, but against the spread of fire also, as even the most superficial observer must have noticed the many fireproof walls that extend transversely through the building, from cellar to attic. He must have noticed the happy position of the front stairways—in towers which are practically isolated from the rest of the building. He cannot have failed to observe the use of iron netting in lieu of laths in such localities as are considered dangerous during the progress of a fire.

A visit to the new school building, at present, reveals the fact, that the work of plastering is completed; that the steam and gas have been fitted as far as possible at this stage of the work;

and that everything points to a rapid completion of the contract.

W. P. L.

ATHLETICS.

N. A. A.

THE N. A. A. at a meeting held previous to the spring recess voted to give a concert for the benefit of the baseball team if the necessary arrangements could be made for it. Mr. F. B. Thompson and Mr. McGrath were appointed to make all necessary arrangements. Mr. Bates will have the chorus in charge and the concert will be given in the school hall on May 8.

One of the largest and most enthusiastic meetings of the N. A. A. held for some time occurred April 23. The object of the meeting was to hear the report of the committee appointed to select a ball team. The committee through Mr. F. B. Thompson reported the following team:

Pitcher, Harriman; catcher, Gardner; first base, Gormley; second base, Sears; third base, W. Crocker; short stop, Paul; left field, McGrath; centre field, Riley; right field, Fallon; substitutes, H. Leonard, Packard, R. Thompson.

The team held a meeting that afternoon and chose James H. Gormley to act as captain. The players of the team will wear uniforms of maroon and gray. They are from John P. Lovell & Co. of Boston.

BASEBALL.

THE baseball season was opened early this year. On March 28, two teams of half frozen enthusiasts struggled through nine innings at the Fair Grounds. They represented the members of the school of more than two years standing and those of less. In a poorly played but immensely interesting game, the "Freshmen" were victorious by a score of 11 to 3. The playing of both sides was uncommonly poor, although Harriman, Gardner, and Wilson of the "Freshmen" were better than the average.

The next game was played a week later by a picked team from the school against a picked team from the town. The playing for the most part was fairly good, although some extremely poor work in the second inning by the school

players enabled the town team to take a commanding lead. During two innings in the latter part of the game the town team put in a change pitcher and this nearly caused their defeat, however, they won by a score of 9 to 8. The day was very unfavorable to good ball playing. The batteries were, for the town, O'Donnell, Murphy and Marshall; for the school, Harriman and Gardner.

April 25, the team selected by the committee of the N. A. A made its first appearance, playing a team claiming to represent the Bridgewater High School. The weather was again very unfavorable. The school showed a painful lack of team work and were easily defeated by score of 12 to 5. The batteries were, for the town, Monroe, Marshall, Chubbuck and King; for the school, Harriman and Gardner.

The following games have been arranged for the team: May 9, Boston English High School. May 16, Somerville Y. M. C. A. May 23, Buzzard's Bay. May 30, Buzzard's Bay. All except the last one to be played in Bridgewater.

The Manager desires to acknowledge the receipt of \$1.00 from F. E. Gurney and \$.50 from A. L. Crosby for the benefit of the team.

TENNIS.

THE N. T. C. has chosen the following board of officers: President, Mr. R. S. Atkins; Vice President, Miss S. E. Bailey; Treasurer, Mr. L. A. Crocker; Secretary, Miss E. G. Stevens; Executive Committee, Mr. F. F. Murdock, Mr. H. S. Packard, Miss A. M. Sayles, Miss G. E. Nickerson.

DEPARTMENTS.

DRAWING.

Perspective and color have been inserted among the studies of the Ex-Junior term, and orthographic projections and model drawing have taken their places in the Sub-Senior work. This change enables the pupils to use their paints in coloring subsequent maps. More blackboard and memory work has been done this term than formerly.

Mrs. Bowler has outlined the work in drawing from the primary through the high school course so that now a teacher, having this outline for a guide, may know just what kind of work and how

much should be done in each grade above the kindergarten. The topics are arranged in book form, quarto; every other page is left blank for notes and illustrative drawings which the pupils will fill in under Mrs. Bowler's direction as they work along the lines suggested by the outline. The following is a list of the contents:

Introduction. Preliminary Definitions. Primary School Course. Grammar School Course. High School Course. Freehand Drawing. Model Drawing. Modelling in Clay. Decorative Design. color. Mechanical Drawing. Geometrical Problems. Drawing to Scale. Orthographic Projection. Linear Perspective.

After the school has been supplied, Mrs. Bowler is willing to sell these topics to any who wish to purchase.

Mr. Henry T. Bailey of the State Board of Education, while visiting us recently, gave a very interesting talk on drawing from which we gathered many valuable suggestions.

Among the things that he emphasized was the importance of teachers having a definite time for the drawing lesson; of knowing just what they are going to do in the lesson; of teaching one thing at a time, and having a method with reference to an end.

GEOGRAPHY.

During the present term, the work in fact gathering preparatory to the study of the Earth and of the Continents has been more fully developed. Frequent out-door lessons have been given to illustrate the way of studying and of teaching to observe and to draw geographical objects. Particular attention has been given to the relation of geographical study of minerals, plants, and animals to the regular courses in mineralogy, botany, and zoölogy.

The time of studying the different objects, what to observe and imagine, and the final arrangement of the knowledge have been carefully studied. The Outline of Geography has been amplified to accord with the enlarged study of geographical objects. Fifty-five pamphlets, thirty-five sheets of newspaper cuttings, and several hundred pictures have been added to the working material. The greatest need is of books in all the departments of the subject.

Reference Books.

A Smaller Commercial Geography, Chisholm, for sale by Willard Small, 24 Franklin St., is an abridgement of the Handbook of Commercial Geography and is especially adapted for practical use by teachers of grammar schools. This with the Atlas of Commercial Geography, Bartholomew, Willard Small, referred to some months ago, furnishes the essential facts for the best teaching in this department.

Redway's Manual of Geography, D. C. Heath & Co. is an excellent aid to teachers in suggesting ways of conducting outdoor lessons, of using pictures and models, of conducting recitations, of map drawing and map making, of teaching mathematical geography. The second part of the book, on geodesy, orography, hydrography, meteorology, etc., is full of valuable facts. The geographical reading suggested at the end of the book is a well culled list of books adapted to the several departments of the subject.

Redway's Reproduction of Geographical Forms, D. C. Heath & Co., is an amplification of the chapters in the Manual, mentioned above, on outdoor lessons, use of pictures and models, map drawing and map making.

Brooks and Brook Basins. This is the title of a marvelous book by A. E. Frye, Bay State Publishing Co., Hyde Park, Mass. It is intended to accompany the study the Forms of Water, as well as of Brooks and Brook Basins. The facts are all stated in an excellent order and in a most beautiful way. The gems of poetry appropriately introduced and the prose itself appeal to the imagination with a wonderfully effective force. The book is the best of its kind ever published and no teacher in any grade can afford to be without it.

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CHEMISTRY.

SECTION K has done very creditable work in chemistry, having finished the whole of the elementary course in that subject in a half term. The section has now begun qualitative analysis. The advanced class in chemistry has taken up systematic mineralogy, a new feature of the work.

INDUSTRIAL LABORATORY.

DRAWINGS of nearly all the common wood-working tools have been made, colored, and hung

up for use in the laboratory. As they represent the tools in the best position to show the parts, pupils copy them into their note books instead of sketching from the objects as heretofore.

LYCEUM.

Program for Lyceum, April 3, 1891.

Piano Solo,	Miss Emerson
Reading,	Miss Sutherland
Vocal Duet,	Mr. and Miss Drake
Reading,	Miss Stevens
Piano Duet,	Misses Atkins and Norris
Debate,—Resolved: That the secession of the South was justifiable.	

The following points were made by Mr. Fallon, the first gentlemen in the affirmative: the secession of the South was in accordance with the constitution and the declaration of independence; much of the legislation, previous to the secession, was detrimental to the interests of the South; Southerners were driven to secession. Mr. Jones, the first gentleman in the negative, showed the cause of secession to be slavery, and stated that the South was not justified in seceding because it committed acts of treason and acted under the wrong principle of state rights. Mr. Ireland, following in the negative, showed that the secession was premature and unconstitutional, and declared the unfitness of judging the subject from a moral standpoint. Mr. H. C. Leonard closed the debate, stating that people having different beliefs, habits, and business should also have different governments; that the Southern leaders were justified in seceding because, by so doing, they defended the rights and interests of the people whom they represented.

The resolution was not adopted.

AN ACROSTIC.

T's for the Tale which I'm going to report;
H for you Hearers. Listen! It's short.
E's for the Eagerness with which I am bought.
N's for my Name; no disgrace do I know;
O's for my Origin, many long years ago;
R's for my Readers; they all think I'm fine;
M's for the Manager, who keeps me in line.
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O, midnight Oil, which my editors burn;
F is for Fame which they get in return.
F is for Funds, which are now very low;
E is for Editor, whom, of course, you all know.
R is for Rubbish, all of which is rejected;
I is for Idleness, with which I'm unaffected.
N's for the Number, subscribers to me;
G's for the Gain, which I soon hope to see.

PERSONALS.

- Sadie N. Crawford has returned to school.
- Miss Mary Cross is teaching in Fall River.
- '91. Mr. J. S. Haynes is teaching in Rockland.
- '90. Miss Elzura Chandler is teaching in Kingston.
- '90. Mr. Henry W. Kirmayer has a school in Marshfield.
- Miss Inez Boyd, a past member of the school is teaching in Bridgewater.
- '90. Miss L. M. Snow sails for Europe in June, intending to spend some time there in study.
- '91. Miss Ella Macgregor has accepted the position of assistant in the High school at Middleboro'.
- Mr. Perry, a special student, has left school to take charge of the Grammar school in Provinctown.
- Last month Mr. Bailey, agent of the State Board of Education gave us a very interesting lecture on Drawing.
- '90. It is announced among her friends that the marriage of Miss Blanche M. Chase is to be an event of the near future.
- '90. Miss Etta L. Chapman, who has been teaching in Middleboro' the past year, has accepted the position as Principal of the Fairhaven High school.

—'90. Miss Grace Newhall, who has been teaching in Amesbury, has given up her school for a time on account of illness. A substitute has been elected.

LOCALS.

- "He who knows not when to bend and laugh,
Has scarcely learned philosophy by half;
But he who mingles humor with his life,
Has found a cushion for a world of strife."
- Why are the evergreen trees the dudes of the forest? Because they are so spruce you know.
- We have come to believe that you can't judge of the quality of a man's mind by the time it takes to make it up.
- It is understood that certain members of the school are quite extensively interested in the manufacture of dates at present.
- In the book-keeping class.
Pupil: "I didn't understand what was in that amount, was it sixty cents, or no cents (sense) at all?"
- It is to be hoped that the aisles in our new building will be straight, then the teachers in gymnastics will not be so often obliged to give the order, "Make the aisles straight."
- We understand a new experiment has been added to those which have before been used in the laboratory. It was given to the class as follows: "If in running your fingers through your hair you got splinters in them, what would be your inference?"
- Some of the boys made a desperate attempt to translate "plongoribus femineis," feline shrieks, one day recently. We did not know that there were any felines known in this vicinity. The majority of the felines are spirited away before they get a chance to shriek. Probably the translator was unnerved by the snake with a tongue, *a la* hayfork mentioned just before that. Reading Virgil is serious business.

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